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LETTER FROM EXECUTIVE DIRECTOR, 2019-2020

In a recent article about women scholars’ intellectual mentors, higher education researcher Aimee LaPointe Terosky (2019) cleverly analyzes these mentoring relationships through four theatrical metaphors. Such metaphors speak to the Sheridan Center’s activities over the past year, where we supported Brown’s instructors and students in the intense environment of the COVID-19 pandemic and movements to address racial inequity, while also advancing several key strategic initiatives.

Terosky’s first analytical frame is stage crew, or “relationships that shine lights and open pathways” (p. 35). In August 2019, the Sheridan Center collaborated with Digital Learning & Design to offer Launch, a welcoming week-long experience for new faculty on inclusive and evidence-based principles for course design. (I still hold onto a wonderful memory of the last day of Launch last summer, where we met on the edge of the Narragansett Bay on a glorious August morning.) Additionally, the Sheridan Center’s four pre-Orientation programs for students -- English Language Program, Excellence at Brown, Vertex, and now Catalyst -- and academic support programs in tutoring, writing, and English Language Support, underpin a similar objective, to spotlight student potential and open pathways to academic excellence.

Second, playwrights are relationships that build subject matter knowledge. Here, I would like to acknowledge the 2020 integration of the Science Center with the Sheridan Center. Complementing the integration of the Writing Center in 2016, the synergies in our work allow us to continue to build effective, inclusive educational experiences in STEM and across the curriculum.

Methods teachers (such as acting or voice coaches) contribute to skill development. With the overarching aim of building intergenerational teaching teams in key liberal arts skill areas, the Brown Learning Collaborative launched its newest area, in collaboration with the Data Science Initiative. Data science fellows, working with faculty supported by the new Data Science Course Design Institute, developed multiple new curricular resources to foster student skill development in data fluency. Additionally, teaching and writing are critical skills in the academy, and multiple Sheridan programs support development of these competencies, such as our graduate certificate programs, dissertation writing retreats, and the Junior Faculty Teaching Fellows program.

The final role in Terosky’s framework is audience, which provides “relationships that validate the work” (p. 41). Thank you to the over 500 faculty, postdoctoral scholars, graduate students, and undergraduates who contribute to Sheridan’s work through roles such as advisory committee members, student leaders, and departmental liaisons. I am also very lucky to work with the Sheridan staff who made the work in this annual report possible, supported by administrative staff members Debra McEleney and Vania Figureido. Finally, I wish to express my gratitude to Dean Rashid Zia and Provost Richard Locke for their support and validation of the Sheridan Center’s important mission: to promote innovative, evidence-based teaching and support inclusive classrooms where all learners can succeed.

A Year in Review

June 2019
Vertex
Sheridan-Swearer Capstone Course Design Institute is offered, in support of College endorsement of capstone experiences.

2019-2020 Problem Solving Course Design Institute

July 2019
Dissertation Writing Retreat

August 2019
Sheridan-DLD “Launch” program for new faculty begins.
Linda Clark joins Sheridan to develop new Brown Learning Collaborative area in data science.
Summer English Language Program

October 2019
Mary-Ann Winkelmes visits as Invited Teaching Consultant speaker.
Andrew Feig visits as part of HHMI-Sheridan series to discuss Course-based Undergraduate Research Experiences (CUREs).

December 2020
HHMI-Sheridan CURE Poster Session

January 2020
Dissertation Writing Retreat

February 2020
Science Center integrates with Sheridan Center, welcoming Nicole Williams.
Jen Kim joins Sheridan as English Language Support Specialist.

March 2020
Sheridan partners with Digital Learning & Design, the Center for Language Studies, and Library to support 800+ faculty in their move to remote instruction.

April 2020
Virtual English Language Training for Writing Center Associates

May 2020
HHMI-Sheridan CURE virtual poster and presentation session.

Erin Dolan visits virtually as part of HHMI-Sheridan Series to discuss CUREs and Mentorship.
Impact and Reach

4,716 individuals served by the Sheridan Center

- 478 Faculty
- 644 Graduate and Professional Students
- 3,109 Undergraduate Students
- 57 Postdoctoral Scholars
- 345 Administrators and Staff
- 65 External Visitors and Consults
- 18 Alums

11,140 services offered to Brown’s teaching and learning communities

- 6,035 Educational Development and Assessment
- 2,267 Writing
- 1,942 Academic Tutoring
- 896 English Language Support
New Initiatives for 2019-20

Launch Course Design Institute (August 2019)

The Launch Course Design Institute, a collaboration between the Sheridan Center and Digital Learning & Design, is an intensive, week-long, hands-on program for new instructors at Brown.

"The most valuable takeaways were...“an improved syllabus and the feeling of belonging to Brown.”
- Launch Course Design Institute participant

New Area in Brown Learning Collaborative: Data Science

The inaugural year of the Data Science Fellows initiative included two main foci, a Data Science Course Design Institute and the Data Science Fellows undergraduate course (DATA 1150).

Howard Hughes Medical Institute (HHMI) Inclusive Excellence/Driving Change Working Group Meetings (Fall 2019)

Five meetings in fall 2019 drew over 30 faculty, staff, and students from 11 departments to define a shared vision for STEM inclusive excellence.

Capstone Course Design Institute (June 2019)

A collaboration between the Sheridan Center and the Swearer Center, the Capstone Course Development Institute provided support for faculty to develop or redesign and teach a course that scaffolds and supports cumulative capstone learning experiences in their concentration.

“This was a perfect shared space.”
-Capstone Course Design Institute participant
Strategic Plan

Sheridan Mission
The Sheridan Center promotes evidence-based teaching to create an inclusive environment where all learners can succeed. To encourage innovation and interdisciplinary collaboration, we cultivate dynamic partnerships with all members of Brown’s teaching and learning communities. The Center promotes effective liberal learning, encourages ongoing professional development, and fosters reflective teaching and learning.

Key Goals and Illustrative Activities, 2016-21
In 2016-17, the Center engaged in an intensive process of strategic planning. Key goals and illustrative activities for 2019-20, the fourth year of the strategic plan, are identified below. The full five-year plan can be found at: brown.edu/go/SheridanStrategicPlan

Goal 1: Responsiveness to institutional priorities
Align Sheridan Center programs to support key institutional initiatives established in campus-wide strategic plans:

Brown Learning Collaborative:
Sheridan will develop the Brown Learning Collaborative, as described in the operational plan for Building on Distinction. The Learning Collaborative will scale up initiatives supporting undergraduate teaching and intergenerational (faculty-graduate student-undergraduate) course redesign to significantly enhance learning in key liberal arts competencies.

Year 4: In collaboration with the Data Science Initiative, a fourth Brown Learning Collaborative area launched this year in data science. Eleven students participated in the first offering of DATA 1150, collaborating with faculty on data science-related digital projects. Faculty were guided in these efforts through the January 2020 Data Science Course Design Institute, which included six interdisciplinary teams.

The Writing Fellows program included 60 students, who partnered with faculty in courses across the curriculum to serve over 500 students. In June 2019, Sheridan and the Swearer Center also offered the Capstone Course Design Institute for faculty from five departments. This program supported effective design of writing and research assignments in these culminating experiences.

The Problem-Solving Fellows program grew to 19 students this year, in addition to two returning fellows who worked as problem-solving research fellows, impacting courses taken by over 3,000 students. The June 2019 Problem-Solving Course Design Institute hosted eight course teams, shaping the learning experience of nearly 500 students.
The research area of the Brown Learning Collaborative continues to be supported through HHMI funding. Nine faculty offered new Course-based Undergraduate Research Experience (CURE) courses.

In Fall 2019, over the course of five discussions, the HHMI group also engaged in an ongoing series of discussions about equity and inclusion in STEM education with instructors from over 16 departments. Finally, the team successfully proposed a new COEX course tag (Collaborative Research and Scholarly Experiences), receiving CCC approval in Spring 2020, to better highlight these important learning experiences for students.

**Inclusive teaching and learning:** The Center will offer a robust suite of programs around inclusive teaching and learning, to support Pathways to Diversity and Inclusion.

Year 4: This strategic priority is woven throughout all of our work, including department-embedded workshops, new instructor orientations, web resources, and newsletters on topics related to inclusive teaching (sent to 1,200+ subscribers). For more details, please see our 2019-20 DDIAP Report on the next pages.

**Decanal strategic goals:** The Center will support key curricular initiatives from the Office of the Dean of the College and the Graduate School.

Year 4: In collaboration with the Graduate School, Sheridan co-hosted the annual Sheridan liaisons lunch, with a focus on GTA development. This program enabled Sheridan to gather feedback from departments to move its GTA Orientation online. The Center also hosted three graduate student administrative proctors and offered extensive graduate student writing support (two Dissertation Writing Retreats, writing groups, and workshops). Other collaborations with the Graduate School are listed in the “Service” section of this annual report.

“One of the most positive aspects of the retreat for me has always been the space it provides to build community around dissertation writing.”

- Dissertation Writing Retreat Participant

In service of College priorities, the Sheridan Center engaged in multiple activities including: First Readings workshops, advising, revision of the Writing Check policy, and integration of the Science Center to recognize the synergies in our work. Multiple other collaborations with the College are listed in the “Service” section of this annual report.
**Goal 2: Collaborative culture of teaching**

The Center will offer valued, mission-focused services for all members of Brown's teaching communities, with the aim of building intergenerational teaching teams.

*In Year 4, Sheridan offered customized programs to support:*

- **Undergraduates:** Two UTA Orientations and three Fellows programs: writing, problem solving, and data science.
- **Graduate Students:** New TA workshops, Writing Center Associates, the hybrid Certificate in Reflective Teaching, Certificate in Course Design, Teaching Consultants Program, and the Graduate Student and Postdoc Fellows program.
- **Faculty:** New faculty orientation on teaching, Junior Faculty Teaching Fellows, Science Fridays, Faculty-coaches learning community, and the Capstone Course Design Institute.
- **Intergenerational teaching teams:** To support collaboration around course design, Sheridan offered two year-long programs: the Problem-Solving Course Design Institute and the Data Science Course Design Institute.

From June 1, 2019 to May 31, 2020, Sheridan staff collaborated with 454 faculty and 340 administrators or staff.

**Goal 3: Learning support for a diverse student body**

Maintain and enhance learning support programs by developing strong links to courses and departments, promoting metacognition, connecting to initiatives that also support instructors and the teaching context, and supporting all students' growth as learners.

*In 2019-20, the Sheridan Center served nearly half (46%) of Brown undergraduates and a quarter (25%) of graduate students. The Center continued to offer two pre-Orientation programs: Excellence at Brown, focused on writing, and Vertex, addressing pre-calculus skills. With the integration of the Science Center in January 2020, we are also now pleased to offer Catalyst in Fall 2020, for students who are committed to increasing the representation of historically underserved groups in STEM. The English Language Program for incoming international graduate students was offered in August 2019. The staff-student-international scholars Conversation Partners Program gained new participants and the lead staff member for this program, Anne Kerkian, received a staff recognition award for her work. Dissertation writing retreats and writing workshops supported graduate student writers, and the Writing Center -- through Writing Fellows, embedded course workshops, and 1:1 consultations -- offered over 2,000 services. Small-group Academic Tutoring supported 1,000+ students across 66 courses.*
Goal 4: Evidence-based educational development
Support departments’ own assessment efforts, with an action-oriented approach that works from the questions they have about teaching and learning. Embed assessment into all Sheridan programs and services, at a level appropriate for the scope, stage, and existing knowledge base about the initiative.

In Year 4, Sheridan continued to offer intensive support for the 2018-19 course feedback form roll-out. The Center also supported eight CCC concentration reviews (e.g., helping departments to gather and interpret data, assisting with focus group data gathering and analysis). Sheridan staff worked with faculty and administrators to enact and develop evaluation plans for postsecondary educational grants and were gratified to see successful NSF CAREER, Cottrell, and NIH awards in Sheridan-supported projects.

“The theories of teaching and problem solving have helped me become both a better student and a better future TA.”

-Problem-Solving Fellow, 2019-20
Goal 1: Develop staff capacity through hiring and professional development to support diversity and inclusion in teaching and learning contexts.

All Sheridan faculty and staff attended at least one professional development session about diversity and inclusion, such as at a national conference, and they presented key ideas and materials to other Sheridan community members at the Center’s monthly meeting. Monthly reading groups, organized on a rotational basis by Sheridan staff, engaged in professional development around research on diversity and inclusion. Most Sheridan staff also participated in one of two change teams, either internal (focused on issues such as cross-floor community and transparency of pathways) or external (enhancing paths to leadership for a diverse student body). For more detailed information, please see our online DDIAP report, accessible with a Brown login.

The Center is fortunate to have strong student engagement in our work. Among the 355 undergraduates serving as Sheridan student leaders (in paid roles as academic tutors; Writing, Problem-Solving, or Data Science Fellows; Science Center program mentors, coordinators, or facilitators), 69% were female, 44% were institutionally aided, 21% were first-generation college students, 19% were students from historically underrepresented groups, and 10% were international.

“I am so thankful that tutoring was offered for this course! I felt so unconfident in the beginning of the semester and this experience has led to my success.”

-Tutee, CHEM 0330

Of the 70 individuals serving in paid graduate student leadership roles (as Writing Associates, Head Teaching Consultants, Teaching Consultants, Proctors, Fellows, or SACNAS Board members), 66% were female, 21% were students from historically underrepresented groups, and 10% were international students. English Language Support continues to offer ongoing professional development for Writing Associates on supporting multilingual writers, and principles and practices of inclusive teaching are also embedded in New GTA Orientation, all certificate programs, and the Graduate Student and Postdoc Fellows Program.
Compared to last year, we have maintained or enhanced compositional diversity of student leadership, likely attributable to change team efforts, as well as integration with the Science Center. For example, in 2018-19, 11% (undergraduate) and 7% (graduate) were student leaders from historically underrepresented groups, while these proportions have increased to 19% and 21%, respectively.

Goal 2. Develop Sheridan programs to be responsive to campus needs and build campus capacity to support diversity and inclusion in teaching and learning contexts.

For faculty and graduate TA development, Sheridan embedded principles of inclusive teaching in its New Faculty and New Graduate TA workshops, which were attended by 46 and 97 instructors, respectively. Most faculty orientation attendees (81%) indicated that the program addressed their most pressing concerns about teaching at Brown, and 100% reported that they would apply at least one idea to their teaching. GTA workshops, facilitated by Sheridan Head Teaching Consultants, were also found to be very effective (mean of 4.7, where 5=strong agreement that workshop is effective).

Additionally, all of Sheridan’s certificates, the Graduate Student and Postdoc Fellows program, and the Junior Faculty Teaching Fellows program embedded principles and practices of inclusive teaching. Feedback was extremely strong for these programs. For Sheridan’s largest certificate (Sheridan Teaching Seminar: Reflective Teaching), most (89%) participants reported confidence after the program to promote learning in a class where students have a variety of backgrounds, identities, skills and abilities, compared to fewer than three quarters (65%) before its start.

“*I learned exciting information about Diversity and Inclusion in teaching from my peers’ projects, which is very helpful for my own teaching.*”

- Graduate and Postdoc Teaching Fellow Program participant

Sheridan also offered several customized workshops for departments on inclusive teaching. These programs drew over 440 attendees, and respondents rated these sessions very favorably (mean of 4.5 on a scale of 1=not at all effective/useful and 5=very effective/useful). As the invited Teaching Consultant speaker in 2019, the center hosted Mary-Ann Winkelmes, who presented on “Transparent Instruction Promotes Equitable Opportunities for Student Success.”
Assessment: Key activities in this area involved consultation with stakeholders in academic and administrative units regarding inclusive assessment and evaluation of teaching practices and curricula. For example, staff consulted with graduate program directors in the Division of Biology and Medicine on how to assess faculty awareness and use of evidence-based inclusive mentoring practices. Sheridan staff also curated a set of diversity and inclusion-related items as options for instructors and departments to add to their Course Feedback Forms.

Undergraduate learning support, Sheridan worked with 3,109 students through Academic Tutoring, Excellence at Brown, English Language Support, Science Center programs, and the Writing Center’s consultations. Of undergraduates served by the Center in longer-duration programs (e.g., term-long academic tutoring or year-long WiSE mentoring), 9% are international, 16% are first generation, 27% are from historically underrepresented groups, 53% are institutionally aided, and 65% are female.

Academic Tutoring filled 2,319 small-group tutoring requests, serving 1,035 undergraduate students. Additionally, the pre-calculus pre-Orientation initiative, Vertex, engaged 20 students, 85% of whom completed the six-week online program. Both immediate feedback and academic outcomes are suggestive of the program’s positive impact on participants’ quantitative skill development.

English Language Support’s Conversation Partners Program paired 80 staff, students, and scholars for conversation and cultural exchange. Many staff partners have participated in the program long-term, with 27 staff partners participating for two years and 7 staff partners for three academic years in a row with the same or new partners.

“This program is so great. It helps me a lot to feel included.”
- International student participant in Conversation Partners Program

To expand outreach to writing support, the Writing Center facilitated 18 course-embedded workshops on topics such as peer review, which served 89 students. Excellence at Brown, a writing pre-orientation program, continues to support students who seek additional preparation for college-level writing, with 112 participants in August 2019.

Fellows programs: The Writing Fellows course (English 1190M), Problem-Solving Fellows course (UNIV 1110), and the new Data Science Fellows course (DATA 1150) intentionally integrated diversity, equity, and inclusion, through readings, assessments, and pedagogy. Additionally the Writing Fellows’ Diversity and Inclusion Outreach Coordinators facilitated workshops on inclusive pedagogy at their fall and spring retreats. For all three courses, responses to the following course feedback item were consistently strong, “Did [instructor] foster an environment where all students – including yourself – were treated with respect and their questions and perspectives welcomed?”
Goal 3: To scale up the reach of the center, develop more robust online resources.

In November 2016, the Sheridan Center began distributing web newsletters on topics relating to inclusive teaching, which are also archived on the website and available in print version. As of June 2020, these newsletters are distributed to 1,246 subscribers (up from 977 in 2018-19). Over the past academic year, these topics included (with analytics from June 30, 2019 - July 1, 2020):

- “Can I do this?”, “Do I have control of my work?” and “Do I belong here?”: Inclusive Teaching in an Open Curriculum (61% open rate, 465 unique page views)
- Supporting LGBTQ+ students (54%, 127 views)
- Inclusive Approaches to Support Student Assignments During Times of Disruption (67%, 8,945 views)
- Asynchronous Strategies for Inclusive Teaching (web resource only, 2,033 views)
- Effective Teaching Is Anti-Racist Teaching (64%, 254 views, June only)

Additionally, Sheridan continues to develop an inclusive teaching section of web resources, http://brown.edu/go/InclusiveTeaching, which was spotlighted by the Chronicle of Higher Education.

The Sheridan Center has been the most important partner in my Brown teaching journey, giving me education, collaboration, funding, and connections to learn and innovate.

-Brown faculty member
Brown’s Writing Center provides free individual and group writing support to any member of the Brown community. Writing Center Associates assist students with all stages of the writing process, from finding a topic through drafting, revising, and final editing. In 2019-2020, the Writing Center facilitated:

- **1,549 virtual and face-to-face writing conferences with 865 unique writers** over the course of the regular academic semester.
- **108 virtual and face-to-face writing advising consultations for 18 unique writers** in significant need of writing support by faculty or dean’s referral over the course of the Fall and Spring semesters.
- **2 week-long dissertation writing retreats serving 49 PhD students**, (25 in the summer, 24 in the winter) with 65 hours of writing advice, inspiration, and community.
- **39 synchronous and asynchronous dissertation writing groups**, serving 40 unique writers with 117 hours of community writing support.
- **18 writing workshops, seminars, or retreats for 9 courses**, serving 89 unique undergraduate and graduate writers.
The Writing Fellows Program trains selected undergraduates to work on writing with students taking courses in a wide variety of disciplines. Through collaborative, inclusive, and accessible peer exchanges, Writing Fellows provide students both written and verbal feedback, advice, and encouragement throughout the revision process. In the 2019-2020 school year, 60 Fellows provided writing support to 28 courses across 14 departments (STEM, humanities, and social sciences) serving a total of 517 undergraduate students.

“I’ve been meaning since winter session to tell you how wonderful it was to have [Writing Fellow support]. I had never done a WRIT class in such a short time, and I know it would not have worked without the writing fellows. They built a terrific rapport with the students, and they kept in close touch with me.”
-- Brown Faculty Member

“...The facilitators have been like our parents as they were caring for all of us and were proud of everything we achieved these past few days. In terms of the writing aspect of the program, I enjoyed my consultations with my writing fellow. She was very helpful and put my weaknesses into perspective.”
-- Student Participant, Excellence At Brown 2019

Excellence at Brown is a free, residential, writing-intensive program that orients incoming first-year students to Brown’s academic and campus culture. Offered the week before General Orientation, the program includes three seminars taught by Brown professors from a range of academic disciplines. A key piece of Excellence is one-on-one writing consultations with Writing Associates at Brown’s Writing Center which help students become familiar with critical thinking, drafting, and revising processes. The Writing Center provided 324 consultations and 20 small-group writing workshops for 112 Excellence at Brown students in August 2019.

Mellon Mays Undergraduate Fellowship (MMUF) Summer Start-Up: aims to increase the number of individuals from historically underrepresented racial and ethnic groups, and others with a demonstrated commitment to eradicating racial disparities, who pursue a Ph.D. in key fields. The Writing Center facilitated a series of evening writing workshops and 1:1 consultations during the school year for MMUF scholars. The Writing Center also led the writing support portions of the week-long MMUF Summer Start-Up Program. The workshops ranged from ways to overcome negative writing myths and how to annotate academic sources to providing strategies for revising research proposals and developing a critical literature review.
English Language Support

Anne Kerkian
Associate Director, English Language Support

Anne's full bio can be found here:
brown.edu/go/Anne_Kerkian

Jen Kim
English Language Support Specialist

Jen's full bio can be found here:
brown.edu/go/Jen_Kim

“*This was a really fantastic learning opportunity that will make me a better Writing Associate, TA, and mentor to undergrad students.*”
-English Language Training Writing Associate participant

English Language Support (ELS) provides opportunities for students with diverse linguistic and cultural backgrounds to hone their English language skills and build community. To meet these goals, in 2019-2020, ELS offered an array of language and cultural workshops, paired students and staff for conversation and exchange through the Conversation Partners Program, and offered several hundred hours of individualized language support around writing, speaking, and US academic and cultural norms. In Spring 2020, in response to the university’s transition to remote learning, ELS programming moved fully online and included synchronous and asynchronous virtual options for language support via Zoom and Google Docs.

As a key part of this remote-learning transition, ELS piloted a 10-hour virtual training for a cohort of Writing Center Associates with the goals of implementing strategies for inclusive feedback and engaging in authentic interactive practice to support international and multilingual writers at Brown. The training spanned three weeks and invited participants to engage with various online learning platforms - including a Google site with multimedia content, collaborative documents for asynchronous reflection, and Zoom conferences for group learning activities and individual consultations. All participants who responded to a post-survey (N=8) agreed that they had a better understanding of the cultural factors that may influence writing and felt better prepared to support international and multilingual writers as a result of the virtual training. When asked for key takeaways, participant responses included, “I will approach my sessions with much more care for the ways that cultural differences impact the kind of feedback that is solicited” and “[...] emphasizing to writers that US academic writing is one of many writing strategies, and not the only correct one.”
EDUCATIONAL DEVELOPMENT

STEM Initiatives

Dr. Stacey Lawrence
Associate Director for STEM Initiatives
Stacey's full bio can be found here: brown.edu/go/Stacey_Lawrence

Dr. Kristina Cohen
HHMI Postdoctoral Research Associate
Kristina's full bio can be found here: brown.edu/go/Kristina_Cohen

Dr. Christina Smith
Associate Director for Undergraduate STEM Development
Christina's full bio can be found here: brown.edu/go/Christina_Smith

Nicole Williams
Program Manager, Science Center
Nicole's full bio can be found here: brown.edu/go/Nicole_Williams

Problem-Solving Course Design Institute (PSCDI)
As part of the Brown Learning Collaborative, Sheridan hosted the 2019-2020 Problem-Solving Course Design Institute. We had 10 participants over two days, including two faculty-student teams. During the academic year, we provided support for 7 courses across the disciplines. This included providing feedback on new and redesigned assignments, sharing strategies for implementation, and collecting formative feedback from about 475 students in courses taught by PSCDI faculty. Additionally, in collaboration with the Teaching Consultant Program, we hosted Dr. Mary-Ann Winkelmes, Executive Director of the Center for Teaching and Learning at Brandeis University and creator of the Transparency in Learning and Teaching framework used in PSCDI.
Undergraduate Research
As part of the Brown Learning Collaborative, Sheridan and HHMI-Brown supported faculty in developing and implementing course-based undergraduate research experiences (CUREs). We continued our CURE Speaker Series inviting Dr. Andrew Feig (Research Corporation for Science Advancement) and Dr. Erin Dolan (University of Georgia) to present interactive workshops and roundtables. Through individual consultations, we supported faculty in launching six new CURE courses and provided ongoing support for courses launched in prior years. We celebrated students’ course-based research achievements through a poster session in Fall 2019 and virtual presentation sessions in Spring 2020.
Mentoring and Advising
The Sheridan Center offered two customized workshops for graduate students on mentoring undergraduate students. Additionally, in collaboration with HHMI-Brown, the Sheridan Center invited Dr. Erin Dolan (University of Georgia) to facilitate a discussion based on the National Academies of Science Engineering, and Medicine's guide on *The Science of Effective Mentorship in STEM and Medicine*.

The Science Center has two flagship peer mentoring programs: New Scientist Collective (NSC) and Women in Science and Engineering (WiSE). The NSC program is designed to support historically underrepresented students in STEM by fostering a spirit of collaboration and learning. This academic year, we saw a 50% increase in student participation, with 80% of students agreeing that they felt like they were part of a community.

WiSE is designed to support women in STEM. This program hosted two social events: an annual Dessert Social and a Welcome Back Gathering, with the goal of encouraging first- and second-year students to interact with and get to know women upperclassmen in STEM. Additionally, WiSE established relationships with campus partners that support women, such as the Graduate WiSE Program and the Sarah Doyle Center for Women and Gender.

Problem-Solving Fellows
The Problem-Solving Fellows (PSF) program, launched in the Spring of 2018 as part of the Brown Learning Collaborative, aims to develop undergraduate educators to be more effective problem solvers through their teaching. The program has grown to include 46 students from biology, chemistry, computer science, economics, engineering, history, (applied) mathematics, neuroscience, and physics, who teach in courses serving over 3,000 Brown undergraduates. The core component of the program is the course UNIV 1110: The Theory and Practice of Problem-Solving. This course focuses on developing reflective learning and teaching practices, evaluating bias and identity in the problem-solving process, and creating a community of undergraduate peer educators. At the end of the term, PSFs engaged in group projects that incorporated concepts around teaching, learning, and problem-solving within a Brown context.
Fall 2019 Scholarship of Teaching and Learning research projects included:
- The Impact of Flipped Classrooms on Underrepresented Students in STEM at Brown
- Physics Programming Assignment Redesign
- Pedagogies of Mathematical and Scientific Argumentation at Brown University
- Student Mindset and Motivation from Metacognition in Introductory Mathematics
- How Academic Lives Are Affected by Prospective Professional Careers
- What’s the Hype All About? Factors That Affect Student Introductory Course Selection

Two PSFs from Spring 2019 continued with STEM education research through the 2019-2020 year as part of an Undergraduate Teaching and Research Award (UTRA) and an Independent Study Project (ISP). Arthur Borem (Computer Science, ’20) researched the experiences of Undergraduate Teaching Assistants (UTAs) at Brown as part of an UTRA. His paper, “Developing and Supporting STEM Undergraduate Teaching Assistants as Partners in Teaching,” was accepted to the virtual 2020 Frontiers in Education (FIE) conference in Uppsala, Sweden. His work will be used as a reference for changes in UTA guidelines and practices at Brown. Rachel Foster (Cognitive Neuroscience, ’20) investigated the effects of curricular changes that aimed to develop critical thinking skills in a Cognitive, Linguistic, and Psychological Sciences introductory course. She completed this work through an ISP and is in the process of finding a publication outlet for her work.
**Fellows and Teaching Consultants**
This year we welcomed a new cohort of Junior Faculty Teaching Fellows. This group of seven faculty members from a range of disciplines spent the year in conversation with each other and the Sheridan Center about teaching strategies for their fields. We also welcomed new cohorts of Sheridan Teaching Consultants and Graduate and Postdoc Teaching Fellows. Seventeen graduate and postdoc Teaching Consultants facilitated peer workshops and conducted observations in the fall, while eight fellows undertook SOTL-based research projects on a variety of teaching topics in the spring.

**Teaching with Objects Workshop Series**
This series offered in partnership with the RISD Museum and the Haffenreffer Museum invites instructors to explore object-based teaching and learning strategies and consider ways to incorporate arts or object-based pedagogy in courses across the disciplines.

**The Sheridan Course Design Seminar**
Thirty-six graduate students and postdoctoral scholars completed the Sheridan Course Design Seminar this spring. The seminar guides participants through an integrated course design process with an emphasis on opportunities to create more inclusive and equitable learning environments. Following a hybrid learning model, participants complete online modules to draft key elements of their courses and then workshop these ideas in face-to-face sessions. Participants receive significant peer and facilitator feedback as they complete syllabi for two courses.

**Asynchronous Strategies for Inclusive Teaching**
As instructors began to adapt their courses to transition to remote teaching in March, many voiced concerns about how to create equitable learning environments for students in multiple time zones and with different spatial constraints, responsibilities, and technological limitations. We offered a webinar for several departments on asynchronous strategies to promote deep learning and concrete examples of how to incorporate these using accessible digital tools. With increasing interest from departments and instructors, the Sheridan team transformed the webinar into an online resource, Asynchronous Strategies for Inclusive Teaching, that is available with other resources for “Teaching in Times of Disruption.” This resource has had over 2,000 unique views since the end of March.
The inaugural year of the Data Science Fellows initiative included two main foci, a Data Science Course Design Institute and the Data Science Fellows undergraduate course (DATA 1150). The course design institute was a one-day program, involving six Brown faculty from a wide array of disciplines who created data science-specific learning outcomes and integrated data to help illustrate their domain knowledge. The institute provided faculty a more conceptual understanding of data science, ability to teach data science, and develop learning activities.

Linda's full bio can be found here: brown.edu/go/Linda_Clark

*The data science initiative training has been essential to the development of my thinking and pedagogy. As an artist / practitioner, being able to develop this additional fluency has enabled me to be a better collaborator with my colleagues, and honed my ability to meaningfully work with students outside my field. The team that conducted the session has continued providing immensely helpful followup, and has generally been a delight.*

-Sydney Skybetter, Public Humanities Faculty Fellow, Choreographer, Lecturer In Theater And Performance Studies; Human / Computer Interfaces Conference

The second focus of the Data Science Fellows initiative was the offering of DATA 1150, Data Science Fellows course in Spring 2020. The course had 11 undergraduate students enrolled, ranging from sophomores to seniors, from disciplines such as computer science, biological sciences, social sciences, and interdisciplinary studies. The course had three main objectives: consulting skills, teaching and learning knowledge, and data science techniques. Each student was placed with a faculty member to enhance or develop data science materials to support curricular development. Projects ranged from developing new instructional materials, such as in-class modules or assignments, to researching and implementing automated strategies to measure movement.

*Working with my Data Science Fellows has been a great experience! They are helping me to expand my repertoire of available teaching materials to use in my class. It's absolutely invigorating to think of what options I now have. The undergraduates enrolled in my course will definitely benefit from this project. My Data Science Fellows are extremely articulate and able to explain concepts in a way that is easy for me, a faculty member in the humanities, to grasp and understand. They have lots of patience and are amazingly productive.*

-Jane Sokolosky, Distinguished Senior Lecturer in German Studies, Distinguished Senior Lecturer in Language Studies, Director of Language Studies
Academic Tutoring

Janet Peters
Assistant Director for Academic Tutoring
Janet’s full bio can be found here:
brown.edu/go/Janet_Peters

The Academic Tutoring Program provides small-group (3-5 students) tutoring support across 66 introductory and intermediate STEM and language courses. The Program’s success is a direct result of the diverse group of 126 undergraduate tutors who have a deep understanding of course content and a passion for teaching and learning. Weekly tutoring sessions allow students to review course content, practice problem solving, and ask clarifying questions in small-group settings.

The Tutoring Program filled 2,319 group tutoring requests, an increase of 293 requests from last year, serving 1,035 unique undergraduate students across 419 tutoring sessions during the 2019-20 academic year.

“This tutoring group really made the difference in this class for me. Not only have my grades on the exams improved, my confidence with the material and my understanding of the concepts have also improved.”
~Chem 0350 tutee

In addition to meeting weekly with tutees, tutors engaged in significant professional development that included feedback from the Assistant Director and peers during mock tutoring sessions, monthly discipline-specific team meetings, lesson plan design workshops with Dr. Christina Smith, and tutor mid-semester meetings with the Assistant Director to review and discuss anonymous tutee evaluations.

Vertex

Vertex is an online summer program designed to prepare incoming STEM-intending students for their quantitative coursework at Brown. The program combines self-guided learning with virtual peer mentoring and tutoring. In its second year, 20 students began the program, and 17 completed for a retention rate of 85%. Among the 17 students who completed Vertex, there was a statistically significant gain in quantitative competencies. Additionally, all respondents indicated that they felt more prepared for Brown quantitative courses as a result of the program.
Service

Service to Brown

**Cross-Campus**
Undergraduate, Graduate Teaching Assistant, and New Faculty Orientations
Engaged Scholarship & Broader Impact Working Group: Mock Review Panel and Assessment Plan Workshop
English Language Program, Excellence, and Vertex Pre-Orientations
Course Feedback Team
Support of HHMI Gateway Science Initiative

**Office of the President**
Executive Committee

**Advancement**
Alumni Summit Lunch
Open Gates event planning (cancelled due to COVID-19 pandemic)

**Computing and Information Services**
Academic Technology Steering Committee
Search committee for two positions

**Leadership Alliance**
Mentoring workshop
Summer Research Writing Workshop

**Office of Institutional Equity and Diversity (OIED)**
Academic DDIAP external review committee
Search committee for Associate Vice President for Institutional Equity and Diversity

**Division of Campus Life**
Faculty-Coaches Learning Community
Lessons and Carols reader
Residential Peer Leaders Panel
Student Conduct Hearing Officer
Undocumented, First-generation College, and Low-Income (U-Fli) Student Center
  Faculty Engagement Panel
  Presentation about Writing Center
Global Brown Center for International Students
  Two workshops for the International Mentoring Program
  Support for orientation events/resource fairs and Cross-Cultural Conversations series
Office of the Provost
Academic Continuity Committee
First Readings workshop for Staff Advisory Council
Future of Work Seed Grant Review
Online Teaching and Learning Subcommittee
Participant in Future of Learning Conference with Aga Khan University
Provost's Working Group on Faculty Training around Disability
Provost's Online/Digital Education Working Group

Office of Global Engagement
Search Committee for Office of International Student and Scholar Services Assistant Director
Global Brown DIAP working group (Co-Chair) and support for Global Brown retreat
Global Brown Executive Committee and Student Support Committee
International Women's Meet and Greet and International Women's Day events

Library
Judge, Undergraduate Prize for Excellence in Library Research

The College
Committee Service:
College Curriculum Council
- Assessment support for concentration reviews
- Undergraduate Teaching Assistant Guidelines (co-chair)
- Wintersession Subcommittee
Fulbright Committee
Senior Leadership Group

Programs in Service of College Initiatives:
First Readings workshops (2)
Mellon Mays Undergraduate Fellowship: Research and writing workshops for summer start-up program
Participation in and co-facilitation of Directors of Undergraduate Studies lunch on course feedback
Transfer, Visiting, and Resumed Undergraduate Education (TVRUE): Presentation about Writing Center
Wintersession academic support:
- English Language Support consultations
- Writing Fellows support
Academic support
- Writing support workshop
- Writing group for students with incompletes
Advising and Pathways:
Concentration Fair
Meiklejohn Panel
Sophomore Dessert Reception
Undergraduate first- and second-year advising (5 staff)

Centers in the College:
CareerLAB
Linking Internships and Knowledge (LINK) selection committee

Science Center
Writing workshop for New Scientist-Catalyst/Mosaic+ program

Swearer Center for Civic Engagement
Writing workshop for AmeriCorps VISTA fellows
Writing workshop for Bonner Fellows
Writing workshop for Royce Fellows

Curricular Resource Center
Lesson Planning 101 workshop

Graduate School
DiversiTeas: Exploring Best Practices for Diversity & Inclusion in STEM
Diversity Fellowship Review Committee
Initiative for Maximizing Student Development (IMSD)
   Internal Advisory Board
   Research Mentoring in Science module series
International Graduate Orientation: Two workshops
Brown Graduate Students of Color
   Dissertation writing workshop
   Presentation on writing resources at Brown Graduate Students of Color Orientation
Research Matters Semi-Finalists Committee

Academic Centers, Departments, Programs, and Institutes
Africana Studies and Rites and Reasons Theatre
Writing workshop for AFRI 1360: Knowledge, Texts, and Methodology
Writing Fellow for:
   AFRI 1130: Africana Studies Junior Seminar
   AFRI 1930: Race, Difference, and Biomedical Research
American Studies
Writing Fellow for ETHN 0090A: The Border/La Frontera
Writing workshop for AMST 2020E
Writing workshop for ETHN 1900E

Anthropology
Writing workshop for ANTH 2020

Applied Mathematics
Tutoring sessions for APMA 0330, 0340, 0350, 0360, 0650, and 1650

Program in Biology
Tutoring sessions for BIOL 0200, 0280, 0470, 0500, 0530, 0800
Writing workshop for BIOL 2150
New Scientist Collective Learning Teams for BIOL 0200, 0280
Writing Fellow for:
  - BIOL 0285: Inquiry in Biochemistry
  - BIOL 0160: Plants, Food, and People

Center for Language Studies
Participation in Common Humanities Recruitment Event (cancelled due to COVID-19 pandemic)

Center for the Study of Race and Ethnicity in America
Dissertation writing workshop for Graduate Student Professional Development Series

Chemistry
Tutoring sessions for CHEM 0100, 0330, 0350, 0360
New Scientist Collective Learning Teams for CHEM 0330, 0350, 0360
Writing workshop for CHEM 1560N: Organometallic Chemistry

Cognitive, Linguistic, and Psychological Sciences
Tutoring sessions for CLPS 0900
Writing workshop for CLPS 0010: Mind, Brain and Behavior
Writing Fellow for CLPS 1181A: Canine Behavior

Computer Science
“Inclusive Teaching in CS” workshop

Data Science Initiative
Presentation at graduate orientation
Earth, Environmental, and Planetary Sciences
Writing Fellow for GEOL 0240: Earth: Evolution of a Habitable Planet

East Asian Studies
Tutoring sessions for CHIN 0100-0400 and JAPN 0100-0400

Economics
Tutoring sessions for ECON 0110, 0170, 1110, 1210, 1620, 1710
Writing workshop for ECON 1355
Workshop: “Inclusive Teaching for Large Classrooms”

Education
Writing Fellow for EDUC 1860: Social Context of Learning Development
Writing workshops for EDUC 1150, 1380

English
Instruction of ENGL 1190M: The Theory and Teaching of Writing (Fall 2018; 2 sections)

School of Engineering
ENGN 30 Peer Mentoring Training
Tutoring sessions for ENGN 0030, 0040, 0510, 0520, 0720, 0810, 1490
Writing Fellow for:
  ENGN 1010: The Entrepreneurial Process
  ENGN 0120A: Crossing the Consumer Chasm by Design

French Studies
Tutoring sessions for FREN 0100-0400

Gender and Sexuality Studies
Writing Fellows for GNSS 1090W: Bodies Out of Bounds

Hispanic Studies
Tutoring for HISP 0100-0400

History
Course design and teaching Q & A session for graduate professionalization course
Workshop for New GTA Orientation
Writing workshop for HIST 0523B: State Surveillance in History
Writing Fellow for HIST 1430: Truth on Trial

History of Art and Architecture
Writing workshop for HIAA 0063
Institute at Brown for Environment and Society
Writing Fellow for ENVS 0700c: Transcending Transportation Impacts Workshop, “Asynchronous Strategies for Inclusive Teaching”

Italian Studies
Tutoring sessions for ITAL 0100-0400
Writing Fellow for ITAL0975: Let’s Eat Italy

Mathematics
Inclusive Math Workshop
Tutoring sessions for MATH 0050, 0060, 0090, 0100, 0170, 0180, 0190, 0200, and 520
New Scientist Collective Learning Teams for MATH 0100

Medical School
Program in Educational Faculty Development- Oversight Committee

Molecular Biology, Cell Biology, and Biochemistry
Evaluation support for T32 NIH training grant ($3.5M)

Neuroscience
Tutoring sessions for NEUR 0010, 1020, 1030, 1740
New Scientist Collective Learning Teams for NEUR 1020

Philosophy
Inclusive teaching workshop
Tutoring sessions for PHIL 0540
Writing workshop for summer research internship program

Physics
Tutoring sessions for PHYS 0030, 0040, 0050, 0060, and 0070
New Scientist Collective Learning Teams for PHYS 0040
Personal statements workshop for Master’s students

Political Science
Writing workshop for POLS 0920B
Writing Fellow for POLS 1824T: Foreign Policy in the People’s Republic of China

Portuguese and Brazilian Studies
Writing Fellows for:
   POBS 0810: Belonging and Displacement
   POBS 0990: Mapping Cross-Cultural Identities
School of Professional Studies
Writing support for Summer at Brown
Writing workshop for CEEL 0976: Putting Your Ideas into Words

School of Public Health
Writing Fellows for:
- PHP 0050: Pain and the Human Condition
- PHP 1070: The Burden of Disease in Developing Countries
- PHP 0030: Health of Hispaniola
Presentation on writing and English language support at graduate orientation

Slavic Languages
Tutoring sessions for RUSS 0100-0400

Sociology
Tutoring sessions for SOC 1100
Workshop, “Asynchronous Strategies for Inclusive Teaching”
Writing workshop for SOC 1020
Writing Fellow for:
- SOC 0030D: Who Am I?
- SOC 1116: Criminal Courts and the Law in an Era of Mass Incarceration
- SOC 1140: Intimate Violence
- SOC 0020: Perspectives on Social Interaction

Watson Institute for International and Public Affairs
Writing workshop for DEVL 1980: Thesis Writing for Development Studies, INTL 1803T, and DEVL 1803R

Student Groups
Brown Refugee Youth Tutoring Enrichment workshop

External Service
Professional Associations
AAC&U reviewer on rubrics to support critical thinking
Conference on College Composition and Communication
- Language Policy Committee
- Black Caucus NCTE
Co-organizer, Teaching Transformations Conference with Columbia University, Princeton University, and Yale University
Expert Judge for QS Reimagine Awards
Language Policy Committee, Conference on College Composition and Communication
POD Network Professional Development Committee
POD Network conference proposal reviewer

**Consortium Participation**
Ivy+ Learning Services
Ivy+ Teaching and Learning Centers
Ivy+ Writing Centers
New England Peer Tutor Association (NEPTA)
Rhode Island Teaching and Learning Network (Chair)

**External Visitors or Consulting**
Bryant University
Centre for Higher Education Research & Practice (CHERP) at Ulster University, Northern Ireland
Duke University
External review committee for University of Alberta Centre for Teaching and Learning
External review committee for Amherst College Writing Center
Rhode Island College
Rhode Island School of Design
Rutgers University - Newark
State Council of Higher Education for Virginia
Tufts University
University of Denver
University of Texas at Austin
U.S. Naval War College
Dissertation committee for University of Michigan Center for the Study of Higher and Postsecondary Education
Williams College
People

Sheridan Staff, Head Graduate Teaching Consultants, Interdisciplinary Fellows and Proctors

First Row, L to R: Debra McEleneey, Vania Figueiredo, Jessica Metzler, Anastasia Tsylina (Proctor, Slavic Studies), Christina Smith, Mary Wright, Eric Kaldor.

Back Row: Charles Carroll, Austin Jackson, Chris Yates (Proctor, English), Janet Peters, Stacey Lawrence, Linda Clark, Ben Fancy (Fellow & Head Teaching Consultant, French Studies).

Not pictured: Kristina Cohen, Anne Kerkian, Jen Kim, Nikole Bonacorsi (Head Teaching Consultant, Ecology and Evolutionary Biology)

Junior Faculty Teaching Fellows

Jesse Ault (Fluids and Thermal Sciences, School of Engineering)
David Buchta (Classics)
Emily Drumsta (Comparative Literature)
Marissa Gray (Molecular Pharmacology, Physiology, & Biotechnology)

Elizabeth Miller (Philosophy)
Jessica Plavicki (Pathology and Laboratory Medicine)
Malte Schwarzkopf (Computer Science)
Graduate Students

Writing Associates
Anna Alikhani, Public Health (Behavioral Health Sciences)
Nicholas Andersen, Religious Studies
Amanda Arceneaux, History
Amanda Audesse, Neuroscience
Devon Clifton, English
Alexandra D’Ordine, Molecular Biology, Cell Biology, and Biochemistry (MCB)
Ariel Deutsch, Earth, Environmental and Planetary Sciences
Atticus Doherty, French
Alberto Edeza, Public Health-Behavioral Health Sciences
Kimberlyn Ellis, Molecular Biology, Cell Biology, and Biochemistry (MCB)
Kevin Ennis, Portuguese and Brazilian Studies
Benjamin Fancy, French Studies
Maggie Goddard, American Studies
Meghan Gonsalves, Neuroscience
Emily Hirsch, History of Art and Architecture
Jordan Jones, Portuguese and Brazilian Studies + Hispanic Studies
Nicholas Kahn, Comparative Literature
Robert Kashow, Religious Studies; Anthropology
Jessica Katzenstein, Anthropology
Caroline Kory, Religious Studies
Rae Kuruhara, Public Humanities
Nikki Locklear, History
Kevin Madoian, Comparative Literature and Secondary English Education
Nicholas Barone, English
Josiah Bisbee, Religious Studies
Laura Chilson-Parks, History of Art and Architecture
Sarah Christensen, History
Claritza Maldonado, American Studies
Alex Marko, Archaeology
Alexandria Miller, Africana Studies
James Morden, Public Policy/Public Health
Devon Newhouse, History
Jenny Park, American Studies
Katherine Preston, English
Michael Putnam, Religious Studies
Shanelle Reilly, Molecular Biology, Cell Biology, and Biochemistry (MCB)
Amy Rutter, Ecology and Evolutionary Biology
Fiona Sappenfield, Classics
Lindsay Schneider, Biomedical Engineering
Blessed Sheriff, Public Health/Literary Arts/Medicine
Semilore Sobande, English
Leonard Sprague, Chemistry
Anthony Surace, Public Health (Behavioral Health Sciences)
Rebecca Thorsness, Public Health (Health Services Research)
Brittney Threatt, Africana Studies
Geoffrey Wildanger, Comparative Literature
Zachary Wilmont, Sociology
Ida Yalzadeh, American Studies
Graduate Teaching Consultants

Back row, L to R: Aaron Weisbrod, Ben Fancy, Charlotte Guetta, Violet Cavicchi Munoz, Leonard Sprague
Middle row, L to R: Sara Cabral, Jenna Morris-Love, Kim Neil, Gretel Rodriguez
Front row, L to R: Mai Hunt, Anastasia Tsymina, Nikole Bonacorsi Not Pictured: Amanda Arceneaux, Dmitrijs Celinskis, Tess Renker, Vidushi Shukla, Brigitte Stepanov

“I’m more aware of the wide range of things that people mean when they talk about student engagement, helping me clarify my own specific goals and to work with other teachers to figure out what ideal engagement looks like for them”

-Graduate Teaching Consultant
Graduate and Postdoc Teaching Fellows

Top row, L to R: Felix Chan, Jessica Metzler (Sheridan Staff), Alastair Tulloch
Middle row, L to R: Maria Lopez Portillo Alcocer, Stacey Lawrence (Sheridan Staff), Violet Cavicchi Munoz
Bottom row, L to R: Ben Fancy, Jordan Kostiuk, Anastasia Tsylina
Not pictured: Kim Neil

Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) Executive Board

Amanda Elyssa Ruiz: President, PhD student: Pathobiology
Kristen Fregoso: Past President, PhD student: Molecular Pharmacology, Physiology and Biotechnology
Carolina Mejina Peña: Treasurer, PhD student: Molecular Biology, Cell Biology, and Biochemistry
Noelle Blanco Henderson: Secretary, PhD student: Epidemiology
Nadira Yusif Rodriguez: Outreach Chair, PhD Student: Neuroscience

Rafael González-Cruz: PhD, Post-Doc Liaison, Molecular Pharmacology, Physiology and Biotechnology
Kavin Nuñez: Professional Development Chair-PhD student: Molecular Pharmacology and Physiology
Brandon Avendano: Webmaster- Undergraduate student
Harrison Katz: Alumni Relations Chair-Undergraduate student
Undergraduates

Undergraduate Fellows

Writing Fellows

Zara Ashgar (Head Fellow), Middle East Studies and Behavioral Decisions Sciences
Bazif Bala, Literary Arts and Health and Human Sciences
Olivia Bowen, Political Science
Isabel Brodsky, English, Literary Arts and Theater
Rose Carrillo, Urban Studies
Isabella Cavicchi, Independent Concentration (Literacy and the Performing Arts)
Phillip Champagne (Head Fellow), Political Science
Sophia (Hing Lai) Chan, Political Science
Katie Chiu, Science, Technology, and Society
Finch Collins, Modern Culture and Media, American Studies
Clara Devine-Golub, English, Film
Yun Ke (tracy) Du (Head Fellow), Chemistry
Ricardo Gomez, English, Literary Arts
Isabel Guarnieri (Head Fellow), International Relations
Marysol Harvey Fernandez, Comparative Literature and Economics
Elena Hausknecht (Writing Fellow Student Assistant Director), Urban Studies
Mari Herrema, English, Literary Arts
Jonathan Hess (Head Fellow), Physics and Classics
Kaleb Hood, English, Classics
Jessica Jiang, Ethnic Studies
Naotaro Kato, Education
Nicole Kim, English and Ethnic Studies
Riya Kothari, Independent Concentration
Emily Lane, Public Health
Victoria Lansing, Classics (Latin) and Archaeology (Classical)
Wen Yin Isaac Leong (Head Fellow), History
Evan Lincoln (Head Fellow), Gender and Sexuality Studies, Performance Studies
Nikki Locklear (Diversity and Inclusion Outreach Coordinator), History
Rhea Mathews, English, Literary Arts
Amistad Meeks (Head Fellow), Political Science
Julia Moore, Comparative Literature
Samantha Nash, English, Literary Arts and Education
Amanda Ngo, English, Nonfiction Writing
Gretchen Peterson, Urban Studies
Gia Nhu Phung, Anthropology and Environmental Science
Caleb O’Brien, International Relations and French Studies
Vicky Phan, Literary Arts
Isabel Reyes (Diversity and Inclusion Outreach Coordinator), Cognitive Neuroscience
Hillel Rosenshine, Geology-Physics/Math
Tamara Rudic (Head Fellow), Geology-Biology
I Divya Rui-qi, Anthropology
Emily Rust, History, East Asian Studies
Yelena Salvador, Psychology and English
Charlie Saperstein, History
Mohima Sattar, English
Janavi Sethurathnam (Head Fellow), Neuroscience
Sara Shapiro (Writing Fellow Student Assistant Director), Political Science
Tara Sharma (Head Writing Fellow, Spring 2020), Science, Technology, and Society and English, Nonfiction Writing
Allison Singleton, Head Writing Fellow, History and Africana Studies
Mathew Slade, Biophysics
Gerardo Alan Mendoza Sosa (Head Writing Fellow), English, Comparative Literature
Daniel Stassen, Political Science
Gus Stephens, History and Social Analysis and Research
Quynh-Lam Tran, English and Biology
Michael Wang (Writing Fellow, Student Assistant Director), Behavioral Decision Sciences and Comparative Literature
Asha Williams (Head Writing Fellow), Applied Mathematics-Economics, Sociology

Kayli Wren (Head Writing Fellow), English, Nonfiction Writing and Sexuality Studies
Kion You, English, Nonfiction Writing

Cindy Zeng, APMA, History
Megan Zhang (Diversity and Inclusion Outreach Coordinator), Social Justice Education and History

Problem-Solving Fellows

Swata Alagar, Public Health
Dhruv Bhatia, Mathematics and Statistics
Catherine Buthod, History and Chemistry
Randy Chou, MCB
Austen Clark, Applied Math-Economics & Economics
Caleb Eickmann, Biochemistry and MCB

Julia Kiely, Materials Chemistry & English
Eva Kitlen, Neuroscience
Ian Layzer, Computer Science
Daphne Li-Chen, Computer Science
Matthew Lichtenberg, Materials Engineering
Kyle Peckham, Mechanical Engineering
Carlos Perez, Economics

Emilio Picayo, Applied Math
Esteban Safranchik, Computer Science, Applied Math, & Economics
Voravich Silapachairueng, CLPS
Lona Tehrani, Hispanic Studies
Alexandra Walsh, Mathematics, French, & Literary Arts
Zak Wegweiser, Computer Science

Data Science Fellows

Erin Bugbee, Statistics
Emma Dennis-Knieriem, Applied Math
Eliza Edwards-Levin, Social Analysis and Research
Jacquelin Ho, Neuroscience

Jae-Young Kim, Mathematics - Computer Science
Samuel Murk Caya, Computer Science - Economics
Emily Nomura, Applied Mathematics

Kelly Pan, Neuroscience
Capucine Richard, Political Science
Emilia Ruzicka, Independent Concentration
Christopher Sarli, Computer Science
Academic Tutors

Michelle Adler
Noy Alon
Alexander Alverson
Melanie Anaya
William Andersen
Lauren Anderson
Johanna Appleton
Sima Arfania
Ermias Araia
Karyna Atha
Meta Austin
Marie Baker
Julia Bartimer
Ashley Battenberg
Vishwanath Betapudi
Josiah Blackwell-Lipkind
Sarah Branse
Charles Bui
Xochi Cartland
Srinidhi Chari
Arthur Chen
Kevin Chen
Jack Ciabaton
Kelly Clark
Molly Cook
Dominic Covelli
Samuel Croes
Stephen Dabrowski
Grayson Daly
Tyler DeFroscia
Brad Delaney
Andy Delworth
Emma Dennis-Knieriem
Anupama Dinesh
Kathryn Dooley
Larissa Dorn
Noah Duncan
Griffin Edwards
Yousef Elgodamy
William ElNemer
Jasmine Gabor
Charles Gagnon
Arjun Ganga
Orlando Garcia
Anuva Goel
Alexander Griffin
Anoop Gurram
John Hegarty
Rebecca Ho
Richard Huisa
Benjamin Insley
Tyler Jacobson
Soham Kale
Julia Kiely
Sophie Kush
Vanessa Le
Joyce Lee
Eleanor Leites
Elizabeth Leon
YueXin Li
Lang Liang
Romina Lizier-Belmont
Phoebe Lokwee
Eve Lukens-Day
Kevin Ma
Arianna Markel
Lucas Mastromatteo
Matthias Matsui
Timothy McDonough
John Moise
Noah Mondong
Silas Monje
Victor Mora
Braxton Morrison
Kitty Moy
Harriet Muutu
Arjun Nair
Prince Ncube
Lisa Nguyen
Anson O'Young
Harlan Oaks-Leaf
Bryan Olivo
Carin Papendorp
Aanya Parikh
Andrew Park
Crony Patel
Daviana Perez
Anirudh Pula
Andrea Qi
Shreya Rajachandran
Kriyana Reddy
Joseph Reindl
Anna Rezk
Anaelena Rodriguez
Nicholas Romig
Alyssa Rust
Sarah Saxe
Sumaiya Sayeed
Nikita Shah
Eric Shaw
Emma Silverman
Jason Singer
Eric Solomon
Keerthi Sreenivasan
Alyssa Steinbaum
Liam Storan
Alison Swinth
Hana Takei
Kathy Thach
Natalia Thomas
Olivia Thorson
Stina Trollback
Sincere Tuitt
Jay Vankawala
Stephanie Vartany
Petar Josip Vidovic
Justin Voelker
Ding Ding Wei
Alexandra Wells
Angela White
Jack Xiong
Phillip Yang
Auria Zhang
Sophia Zheng
Jie Zhou
Carrie Zhuang
New Scientist Collective Learning Team Facilitators

Marie Baker
Tyco Mera Evans
Anika Hutton
Troy Li
Amber Morse
Revanna Navarro
Andrea Qi
Lucas Sanchez
Stephen Tang
Sophia Yin

Vertex Mentors

Betapudi Vishwanath, Biochemistry & Molecular Biology
Charles Bui, Biochemistry & Molecular Biology
Noah Duncan, Applied Mathematics - Economics
Orlando Garcia, Medical student / Health & Human Biology '19
Benjamin Insley, Physics
Jacob Jackson, Physics
Roshini Kalagara, Biology
Anaelena Rodriguez, Biology
Mary Stack, Applied Mathematics - Economics

Brown Science Prep Mentors

Harini Balakrishnan
Daniel Chan
Jack Ciabaton
May Gao (Coordinator)
Annabelle Gao
Juliana Katz
Elaine Kim
Zachary Levin
Andy Luo
Mariah Masha
Shoshana Simons (Lead Coordinator)
Joanna Tasmin
Katherine Travisano
Jinshi Zheng

LaTeX Facilitators

Miriam Gordin
Azeeza Hasan
Jorge Palacios (Coordinator)

Learning Exchange Coordinators

Lauren Anderson
Jennifer He
Charlotte Whatley
Jessica Dai

New Scientist Catalyst Summer Program Coordinators

David Cabrales
Alonnie Johnson
Nadine Najah
Jacob Stanton (Lead Coordinator)
New Scientist Collective Coordinators and Mentors

Gabriela Batista (Coordinator)  Noah Colon (Mentor)  Amy Liu (Mentor)
Morgan Brinker (Lead Coordinator)  Nina Dwumfour-Poku (Mentor)  Daniella Longhi (Mentor)
David Cabrales (Coordinator)  Tyco Mera Evans (Mentor)  Catherine Nacier (Mentor)
Alonnie Johnson (Coordinator)  Gabrielle Ferra (Mentor)  Revanna Navarro (Mentor)
Nadine Najah (Coordinator)  Anoop Gurram (Mentor)  Samantha Ouertani (Mentor)
Lauren Anderson (Mentor)  Joel Hernandez (Mentor)  Andrea Qi (Mentor)
Sarika Arora (Mentor)  Anika Hutton (Mentor)  Juan Rodriguez (Mentor)
Marie Baker (Mentor)  Elizabeth Jiang (Mentor)  Lucas Sanchez (Mentor)
Solomon Boukman (Mentor)  Zeinab Kante (Mentor)  Stephen Tang (Mentor)
Roberto Castro (Mentor)  Alkim Kara (Mentor)  Sophia Yin (Mentor)
Celinie Chen (Mentor)  Jenny Lee (Mentor)  

SciToons Animators and Writers

Elizabeth Austin  Jaalia Habib  Melissa Wang
David Charatan  Eliza Macneal  Grace Wilkins
Isha Chawla  Jessica Minker  Sophia Zheng

Women in Science and Engineering Coordinators and Mentors

Nomin Baatarkhuu (Coordinator)  Claire Brown (Mentor)  Jennifer He (Mentor)
Rachel Lim (Coordinator)  Lauren Burns (Mentor)  Anina Hitt (Mentor)
Melissa Lopez (Coordinator)  Charissa Chou (Mentor)  Jacquelin Ho (Mentor)
Erika Nakajima (Lead Coordinator)  Abigail Cuevas (Mentor)  Madeline Hughes (Mentor)
Celinie Chen (Megamentor)  Kriti Devkota (Mentor)  Abbie Hui (Mentor)
Kaitlyn Lew (Megamentor)  Ana Dice (Mentor)  Anika Hutton (Mentor)
Lori Sahakian (Megamentor)  Tiffany Ding (Mentor)  Rahma Ibrahim (Mentor)
Katherine Travisano (Megamentor)  Bailey Driscoll (Mentor)  Julianne Kim (Mentor)
Marisa Agarwal (Mentor)  Katherine Dunn (Mentor)  Sai Kurapati (Mentor)
Michelle Akerman (Mentor)  Shenandoah  Sangah Lee (Mentor)
Dana Altoaimi (Mentor)  Duraideivamani (Mentor)  Vivian Ling (Mentor)
Cintia Araujo (Mentor)  Nina Dwumfour-Poku (Mentor)  Skylar Loeb (Mentor)
Selin Baydar (Mentor)  Carmen Fahlen (Mentor)  Isabela Lovelace (Mentor)
Usha Bhalia (Mentor)  Gabriela Gil (Mentor)  Ellie Madsen (Mentor)
Amanda Block (Mentor)  Eve Glenn (Mentor)  Shweta Majumder (Mentor)
Sarah Branse (Mentor)  Anuva Goel (Mentor)  Kaeri Martinez (Mentor)
  Nastassia Goodson (Mentor)  Michelle Medina (Mentor)
  Nina Mehta (Mentor)
### Faculty and Student Advisory Committees

#### Data Science Planning Committee

- Michael Satlow, Professor, Program in Judaic Studies/Department of Religious Studies
- Monica Linden, Senior Lecturer in Neuroscience
- Kathi Fisler, Professor (Research) of Computer Science
- Mark Johnson, Royce Family Associate Professor of Teaching Excellence and Associate Professor of Biology
- Matthew Harrison, Associate Professor of Applied Mathematics

#### Academic Tutoring Leadership Board

- Kevin Chen, Medical Student / A.B. Public Health and Sc.B. in Statistics ’19
- Anupama Dinesh, Health & Human Biology
- Noah Duncan, Applied Mathematics - Economics
- Anuva Goel, Neuroscience
- John Hegarty, Materials Engineering
- Benjamin Insley, Physics
- Julia Kiely, Materials Chemistry
- Kriyana Reddy, Applied Mathematics - Economics
- Alyssa Rust, Neuroscience
- Eric Solomon, Applied Mathematics - Economics
- Alanna Wolf, Applied Mathematics - Biology
- Carrie Zhuang, Applied Mathematics - Computer Science
Science Center Student Executive Board

May Gao, A.B. Public Health: Brown Science Prep
Jennifer He, Sc.B. Applied Mathematics - Computer Science: Learning Exchange
Erika Nakajima, Sc.B. Applied Mathematics - Biology: WiSE

Carolina Mejia Pena, PhD student, Molecular Biology, Cell Biology, and Biochemistry: SACNAS
Grace Wilkins, Neuroscience: SciToons
Sophia Yin, Sc.B. Biochemistry and Molecular Biology: New Scientist

Writing Fellows Student Leadership

Elana Hausknecht, Student Assistant Director (Fall 2019)
Nikki Locklear, Diversity and Inclusion Outreach Coordinator (Spring 2020)
Isabel Reyes, Diversity and Inclusion Outreach Coordinator (Fall 2020)

Sara Shapiro, Student Assistant Director
Michael Wang, Student Assistant Director (Spring 2020)
Megan Zhang, Diversity and Inclusion Outreach Coordinator

Problem-Solving Fellows Student Research

Arthur Borem, Head Fellow, Computer Science
Rachel Foster, Head Fellow, Cognitive Neuroscience

Fac.ulty and Graduate Student Liaisons

Faculty Liaisons
Keisha-Khan Perry, Africana Studies
Elena Shih, American Studies
Parker VanValkenburgh, Anthropology
Mark Ainsworth, Applied Mathematics
Laurel Bestock, Archaeology and the Ancient World
Brian Mertes, Brown/Trinity MFA Program
Jane Sokolosy, Center for Language Studies
Vicki Colvin, Chemistry
Elsa Amanatidou, Classics
Ruth Colwill, Cognitive, Linguistic and Psychological Sciences
Emily Drumsta, Comparative Literature
Tom Doeppner, Computer Science
Jan Tullis, Earth, Environmental and Planetary Sciences
Hiroshi Tajima, East Asian Studies
Katherine Smith, Ecology and Evolutionary Biology
John Witman, Ecology and Evolutionary Biology
Pedro Dal Bo, Economics
Laura Snyder, Education
Laurel Bestock, Egyptology and Assyriology
Daniel Harris, Engineering
Catherine Imbriglio, English
Justin Izzo, French Studies
Jonathan Fine, German Studies
Eva Gomes Garcia, Hispanic Studies
Jill Kuhnheim, Hispanic Studies
Nancy Jacobs, History
Jeffrey Moser, History of Art and Architecture
Caroline Castiglione, Italian Studies
Virginia Krause, Literary Arts
Thomas Goodwillie, Mathematics
Emily Green, Medical School
Nancy Khalek, Middle East Studies
Joan Copjec, Modern Culture and Media
Mark Johnson, Molecular Biology, Cellular Biology and Biochemistry
Chi Ming Hai, Molecular Pharmacology, Physiology and Biotechnology
Dana Gooley, Music
John Stien, Neuroscience
Jonathan Reichner, Pathobiology Graduate Program
Richard Heck, Philosophy
David Cutts, Physics
Ross Cheit, Political Science
Patricia Sobral, Portuguese and Brazilian Studies

Graduate Student Liaisons
Alexandria Miller, Africana Studies
Margaret Goddard, American Studies
Sarah Davenport, Anthropology
Kristina Mallory, Applied Mathematics
Alexander McDonough, Applied Mathematics
Leonard Sprague, Chemistry
Christopher Jotischky-Hull, Classics
Gregory Dachner, Cognitive, Linguistic, and Psychological Sciences
Lauren Franklin, Cognitive, Linguistic, and Psychological Sciences
Claire Climer, Comparative Literature
Sloane Garelick, Earth, Environmental and Planetary Sciences
Emily Joyce, Earth, Environmental and Planetary Sciences
Kimberly Neil, Ecology and Evolutionary Biology
Kristin Petersmann, Economics
Cameron Brown, Education
Soomin Kim, English
Benjamin Fancy, French Studies
Daniel Lange, German Studies
Mai Hunt, Hispanic Studies
Juan Bettancourt-Garcia, History

Kate Carey, Public Health: Behavioral and Social Sciences
Adam Sullivan, Public Health: Biostatistics
Emmanuelle Belanger, Public Health: Health Services, Policy and Practice
Renee Shield, Public Health: Health Services, Policy and Practice
Andre Willis, Religious Studies
Katherine Schott, School of Professional Studies
Lynne deBenedette, Slavic Studies
Josh Pacewicz, Sociology
Leon Hilton, Theatre Arts and Performance Studies
Ed Osborn, Visual Art

Sherri Cumming, History
Ciprian Buzila, History of Art and Architecture
Francesca Zambon, Italian Studies
Alexander McDonough, Mathematics
Katherine Contess, Modern Culture and Media
Jane Abolafia, Molecular Biology, Cellular Biology and Biochemistry
Jenna Morris-Love, Pathobiology Graduate Program
Haigen Messerian, Philosophy
Isabella Bellezza-Smull, Political Science
Abner Santos, Portuguese and Brazilian Studies
Teresa DeAtley, Public Health: Behavioral and Social Sciences
Lacey Loomer, Public Health: Health Services, Policy and Practice
Rebecca Thorsness, Public Health: Health Services, Policy and Practice
Nicholas Anderson, Religious Studies
Anastasia Tsylina, Slavic Studies
Nur Babek, Sociology
Talley Murphy, Theatre Arts and Performance Studies
Scholarship

Awards


Publications


Presentations


Jackson, A. (2019, March). Performing anti-racist practices at the writing program and beyond. Workshop at the Conference on College Composition and Communication, Pittsburgh, PA.


Review Work

Anatomical Sciences Education
Canadian Journal of Higher Education
College Teaching (consulting editor)
International Consortium for Educational Development Conference
International Journal of Academic Development
Journal of Teaching Writing (editorial board member)
POD Network Conference
Research in the Teaching of English

Pieces Written About Sheridan’s Work

Resources included in Chronicle of Higher Education’s Inclusive Teaching advice guide

https://www.educationdive.com/news/finding-the-sweet-spot-4-tips-for-moving-classes-online-quickly/574124/